



Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru  
His Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Bodnant Community School**

**Nant Hall Road  
Prestatyn  
LL19 9NW**

**Date of inspection: November 2024**

**by**

**Estyn, His Majesty's Inspectorate for Education  
and Training in Wales**

## About Bodnant Community School

Name of provider	Bodnant Community School
Local authority	Denbighshire County Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	468
Pupils of statutory school age	350
Number in nursery classes	59
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 22.9%)	18.1%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 11.1%)	8.0%
Percentage of pupils who speak Welsh at home	2.6%
Percentage of pupils with English as an additional language	5.4%
Date of headteacher appointment	03/09/2012
Date of previous Estyn inspection (if applicable)	05/11/2018
Start date of inspection	11/11/2024

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website: [mylocalschool.gov.wales](http://mylocalschool.gov.wales)

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

## Summary

Leaders at Bodnant Community School establish a highly inclusive community where pupils feel happy and safe and develop positive attitudes to learning. Most pupils, including those with additional learning needs (ALN) and those from low-income households, make good overall progress during their time at school. Relationships between the school and families are a strength and parents are encouraged to contribute to the school's collaborative approach to securing positive outcomes for pupils.

Leaders put pupils' well-being at the heart of the school's work and staff support pupils effectively to develop as confident learners. Senior leaders work effectively to develop staff through professional learning opportunities that lead to continuous school improvement. The school's work to develop pupils' mathematical knowledge and understanding, for example, has been successful. However, leaders do not always evaluate the impact of teaching on pupils' learning carefully enough.

Staff and governors at the school understand the needs of pupils and families and put effective support in place. This ensures that most pupils, including those with additional learning needs (ALN) make good progress during their time in school. The governing body is supportive, and governors undertake their duties diligently.

The school's curriculum includes an authentic range of learning experiences that supports pupils to develop their understanding of the rich heritage and culture of Wales. Teachers focus well on developing pupils as ethical citizens who demonstrate values such as care and empathy. They enable pupils to develop an effective range of skills, including speaking and listening, reading and digital skills well, and consider how to support pupils to make good progress in their learning across the curriculum. The school's work to develop pupils' writing and Welsh oracy skills is at an early stage of development. The school is beginning to develop pupils as effective independent learners. However, where teachers over-direct learning, pupils do not develop their independent learning skills well enough.

## Recommendations

We have made two recommendations to help the school continue to improve:

- R1 Ensure that leaders focus monitoring and evaluation closely on the impact of teaching on learning
- R2 Continue to develop pupils' writing, Welsh oracy and independent learning skills

## What happens next

The school will draw up an action plan to address the recommendations from the inspection.

## Main evaluation

Leaders at Bodnant Community School have created a nurturing environment where pupils feel safe and happy. Staff place pupils' well-being at the heart of the school's work and establish a highly inclusive community where pupils develop confidence and are keen to learn. Staff know pupils and their families well and develop effective working relationships with them. The strong partnership working with the community ensures positive outcomes in learning and well-being for most pupils. Nearly all pupils are courteous and respectful, and their behaviour is exemplary.

### Spotlight: Involving families in school life

The school's relationships with families is a strength. Parents are encouraged to play a key role in school life and often enrich learning by sharing their expertise. In this way, the school creates a successful culture of collaboration and establishes a warm welcome. Communication between home and school is highly effective and parents and carers trust that the school will always act in their best interests.

Nearly all pupils engage well with their learning experiences and with opportunities to influence the wider life of the school. Pupils, including those with additional learning needs (ALN), often develop effective leadership skills and take responsibility for improving aspects of the school's work. Pupils in the Eco Committee, for example, work diligently to raise awareness of traffic pollution by organising walking to school activities.

Leaders and staff ensure that pupils with ALN receive effective and targeted support. They work purposefully with external agencies to address individual pupils' needs thoughtfully and use grant funding to ensure that staff develop the skills they need to support pupils appropriately and to remove any barriers to learning. As a result, pupils with additional learning needs (ALN) make good progress in their learning.

Leaders have addressed national priorities such as curriculum and ALN reform well. Leaders and staff are developing a secure understanding of Curriculum for Wales and teachers plan a range of engaging learning experiences that often reflect pupils' interests. They use the school environment and the locality well to provide authentic opportunities for pupils to develop their knowledge and understanding. For example, visits to the local high street and to a Roman Bath house support pupils' understanding of the heritage and culture of Wales. Visits from a local optometrist raises their aspirations about the world of work and a local artist encourages pupils' creativity when designing with materials found at the beach.

The school's work to develop pupils' Welsh language skills has been less effective. Although teachers model the language suitably, they do not plan enough opportunities for pupils to develop their Welsh oracy skills well and, overall, pupils do not make sufficient progress as they move through the school.

Staff foster pupils' spiritual, moral, social and cultural awareness thoughtfully. During collective worship, teachers provide valuable opportunities for pupils to develop and reflect on values such as care and empathy. During lessons, they ensure that pupils have opportunities to develop an understanding of how ethically aware citizens make

a difference to society. Pupils enjoy learning about the diverse nature of the world, for example when investigating the life and influence of Matthew Henson and exploring global faiths and traditions. Staff integrate worthwhile opportunities for pupils to be creative during topics, for example enabling older pupils to create Rangoli patterns using natural materials as part of their learning about Hinduism. Staff provide many valuable opportunities to develop pupils' physical skills and as a result they enjoy participating in a range of sporting activities.

Across the school, leaders and teachers are developing their understanding of how pupils make progress. Teachers generally plan clearly for the systematic development of pupils' cross curricular skills and create opportunities for them to apply these skills. Most pupils develop their speaking and listening skills well. From an early age pupils listen attentively, follow instructions and share information readily. As they move through the younger classes, they use an increasing range of vocabulary. Older pupils confidently discuss their learning and make reasoned and thoughtful suggestions during class discussions. The school's focus on developing a culture of reading is successful in supporting most pupils to develop a love of reading and secure reading skills. Pupils develop a suitable knowledge and understanding of mathematical concepts and make good progress in developing their numeracy skills in their work across the curriculum. Most pupils use digital devices creatively to support their learning and enhance their work. For example, older pupils use stop motion animation to illustrate how plants grow. Although pupils' writing skills generally develop suitably across the school, teachers do not provide sufficient opportunities for them to develop, extend and refine their writing. Pupils do not always apply their writing skills appropriately in their work across the curriculum.

Teachers and teaching assistants establish clear and consistent routines that help the youngest pupils settle well when they first join the school. They support pupils well to develop their confidence to explore their learning environment independently. Nearly all older pupils settle quickly to tasks and concentrate for extended periods, contributing enthusiastically to class and group discussions. Pupils generally demonstrate growing independence as they move through the school. However, at times, teachers over-direct the learning. In these lessons, pupils do not have suitable opportunities to develop their creativity and critical thinking, and do not make choices about their learning. Across the school, teachers provide coherent instructions and check that pupils understand what they need to do to complete their tasks. Although there is a useful approach to feedback in place, teachers do not always apply this consistently well to help pupils to improve their work.

Leaders have established a strong culture of professional learning and link development opportunities purposefully to whole-school improvement priorities and the individual needs of staff. Through careful attention to selecting suitable training, staff have successfully developed the school's approach to teaching mathematics to improve pupils' skills and have created highly effective support for pupils' well-being. Leaders have identified many of the school's strengths and areas for improvement. They use a suitable range of monitoring processes to evaluate the quality of teaching. However, they do not always focus evaluation sharply enough on the impact of teaching on pupils' learning.

The school's governors are highly supportive of the school and know the community well. They are kept well informed by the headteacher and understand the school's

priorities for development. They ensure that the school has effective arrangements for eating and drinking healthily, and, alongside staff, they promote a strong culture of safeguarding that permeates the work of the school.

### **Additional information**

The school's arrangements for safeguarding pupils do not give any cause for concern.

The school's arrangements for site management do not give any cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors manage the school's finances appropriately, including the use of the pupil development grant.

## Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

## Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%



## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of publication. Any enquiries or comments regarding this document/publication should be addressed to:

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